

## Regular Meeting

Thursday, September 22, 2022 6:00 PM

The Dalles Middle School - Commons, 1100 East 12th Street, 1100 East 12th Street, The Dalles, Oregon 97058

1. **Call Meeting to Order and Pledge of Allegiance** **Presenter:** Jose Aparicio, Chair
2. **Available to view livestream:**
3. **Review / Revision of the Agenda**
4. **District Mission / Vision Statement**
5. **Student / Staff Recognition**
- 5.a.
  - ***Recognizing our Custodial Staff Members*** **Presenter:** Stephanie Bowen, Director of Communications
6. **Student Representative Reports**
7. **Consent Agenda**
- 7.a. School Board Meeting Minutes from previous meeting
- 7.b. Personnel Report

### 8. **Board Action Calendar - Review:**

#### **October:**

- **Receive/review report on Division 22 Standards**
- **Monitor enrollment and allocation of resources**
- **Review/revise policies as needed**
- **Monitor Facilities Direction**
- **Examples of opportunities for Board Members**
  - **Attend student activities**
  - **Plan a visit to a classroom**
- **Board Retreat**
  - **Review Board Operating Procedures**
  - **Superintendent and Board set goals for the upcoming year.**
  - **Strategic Plan Implementation**
  - **Facilities/Capital Projects Update**
    - **Short & Long Range Priorities**

### 9.

#### **November:**

- **Monitor allocation of resources**
- **Monitor Facilities Improvement Direction**
- **Review/revise policies as needed**
- **Examples of opportunities for Board Members**
  - **Attend student activities**

○ **Attend the OSBA Annual Conference**

10. **School Board Sub Committee Reports**

11. **Staff Reports:**

12. **New Business:**

12.a. **Presentations / Reports:**

12.a.1. **Nutrition Services Report** **Presenter:** Dottie Ray, Nutrition Services Director

12.a.2. **Superintendent's Report** **Presenter:** Dr. Carolyn Bernal, Superintendent

12.a.3. **Chief Financial Officer's Report** **Presenter:** Kara Flath, CFO

12.a.3.a. **Financial Statements:**

12.a.3.b. **Student Enrollment:**

12.a.3.c. **Bond Planning Report:**

12.a.4. **Board Attorney's Report** **Presenter:** Jason Corey, Board Attorney

13. **Discussion / Action Items:**

14. **1st Reading on School Board Policies (informational only):**

14.a. **Policy IGBB: Talented and Gifted Program and/or Services (required)**

14.b. **Policy IGABA: Talented & Gifted Students - Identification (required)**

15. **2nd Reading / Adoption on School Board Policies (action required):**

15.a. **Policy GBEA: Workplace Harassment**

15.b. **Policy IGBAF: Special Education - Individualized Education Program (IEP)**

15.c. **Policy IGBAF-AR: Special Education - Individualized Education Program (IEP)**

16. **Informational Only:**

16.a. **Policy GCDA/GDDA-AR: Criminal Records Checks/Fingerprinting**

17. **Comments from the Audience about Non Agenda Items**

18. **Adjourn the Regular School Board Meeting**

# Staff Recognition: Custodians

## **TDMS**

Caleb McLean  
Richard Dodson  
Joseph Hinshaw  
Chantel Ripplinger

## **TDHS**

Luis Flores  
Loren Harwood  
Alejandro Lopez  
Matthew Thomas

## **Dry Hollow:**

Geoffrey McAllister  
Antonio Bartolini  
Rebecca Woodford  
Shilo Newsom

## **Chenoweth**

Ricardo Farias-Rayó  
Facundo Fernandez  
Elvia Loera

## **Colonel Wright**

Jacob McNeal  
Servando Funez

## **Innovations Academy /Wahtonka Campus**

Colleen Green  
William Chace

# North Wasco County School District

Human Resource Office • Sandra Harris - Director  
3632 West 10th Street • The Dalles, Oregon 97058 • (541) 506-3420

## PERSONNEL CHANGES AND VACANCIES School Board Meeting – September 22, 2022 *Current as of – September 9, 2022*

*Reference ORS 332.505 (2b) A District Board may employ personnel, including teachers and administrators, necessary to carry out the duties and powers of the board and fix the duties, terms and conditions of employment and the compensation.*

### Licensed Staff – New Hires

NAME	POSITION	BUILDING	COMMENTS
N/A			

### Licensed Staff – Internal Transfer and or Hires

NAME	CURRENT BUILDING AND ASSIGNMENT	NEW BUILDING AND ASSIGNMENT
N/A		

### Licensed Staff – Resignation/Retirements/Separation of Employment

NAME	POSITION	BUILDING	COMMENTS
N/A			

### Licensed Staff– Request for Leave of Absence

NAME	POSITION	BUILDING	COMMENTS
N/A			

### Administrative Staff – New Hires

NAME	POSITION	BUILDING	COMMENTS
N/A			

### Administrative Staff – Internal Transfer and or Hires

NAME	CURRENT BUILDING AND ASSIGNMENT	NEW BUILDING AND ASSIGNMENT
N/A		

### Administrative Staff – Resignation/Retirements/Separation of Employment

NAME	POSITION	BUILDING	COMMENTS
N/A			

**Please Note: The following information regarding ESP employment is presented to the Board for purposes of (Information Only) and requires no action.**

### ESP Staff – New Hires – No Action Required

NAME	POSITION	BUILDING	COMMENTS
Kody Wade	Ed Assistant II-Instructional Asst	IA	Begins August 23, 2022
Libia Ruiz Najera	Nutrition Svcs 1	DHE	Begins August 24, 2022
Shauna Pallozzi	Bus Driver	Transportation	Begins September 19, 2022
Albert Pallozzi	Bus Driver	Transportation	Begins November 7, 2022
Chloe Beeson	Ed Asst IV-SPED	TDHS	Begins September 6, 2022
Jeff Benson	Bus Driver	Transportation	Begins September 2, 2022
Vallie Ramanathan	Ed Asst IV-SLC	TDHS	Begins September 19, 2022
Tyler Westin	Ed Asst III-SELA	CES	Begins September 20, 2022
Emmanuel Maldonado	Ed Asst III-SELA	CES	Begins September 12, 2022

**ESP Staff –Transfers and Internal Hires – No Action Required**

NAME	CURRENT BUILDING AND ASSIGNMENT	NEW BUILDING AND ASSIGNMENT
Katherine Nance	CES/ED Asst II-Title I	DHE/Ed Asst III-SELA
Dan Ezelle	Facilities/Maintenance III	Facilities/Maintenance V

**ESP Staff – Request for Leave of Absence – No Action Required**

NAME	POSITION	BUILDING	COMMENTS
N/A			

**ESP Staff – Resignation/Retirements/Separation of Employment – No Action Required**

NAME	POSITION	BUILDING	COMMENTS
Armida Mota Pinto	Nutrition Svcs 1	CES	Resigning August 19, 2022
Viviana Rafalowski	ELL Asst II	TDMS	Resigning August 16, 2022
Tim Willett	Bus Driver	Transportation	Resigning September 8, 2022
Kitty Baylous	Nutrition Svcs I	Innovations Academy	Resigning September 16, 2022
Robert Gibson	Maintenance I	Operations	Resigning September 2, 2022

**Confidential Staff – New Hires – No Action Required**

NAME	POSITION	BUILDING	COMMENTS
N/A			

**Confidential Staff – Resignation/Retirements/Separation of Employment – No Action Required**

NAME	POSITION	BUILDING	COMMENTS
N/A			

**Coaching Staff – New Hires – No Action Required**

NAME	POSITION	BUILDING	COMMENTS
Barry Abrams	Asst Boys Wrestling Coach	TDHS	Begins November 14, 2022
Hannah Gutierrez	Head Coach 7 <sup>th</sup> Grade	TDMS	Begins August 22, 2022
Karen Pewitt	Asst VB Coach	TDMS	Begins August 22, 2022

**Coaching Staff – Resignations/Separation of Employment – No Action Required**

NAME	POSITION	BUILDING	COMMENTS
N/A			

**Advertised Vacancies**

Position	HRS/FTE	Building	Close Date	Comments
Ed Asst II-Classroom Assistant	7.5 Hrs	CES	Open Until Filled	Advertised
Resource Room Teacher (Temp 22-23)	8 Hrs	CES	Open Until Filled	Advertised
Nutrition Svcs I-PT	3.75	CES	Open Until Filled	Advertised
ELL Instructional Asst II	7.5 Hrs	CWE	Open Until Filled	Advertised
Occupational Therapist	8 Hrs	District Wide	Open Until Filled	Advertised
Physical Therapist	8 Hrs	District Wide	Open Until Filled	Advertised
Substitute Teachers 22'-23	TBD	District Wide	Open Until Filled	Advertised

Classified Substitutes 22'-23'	TBD	District Wide	Open Until Filled	Advertised
Director-After School Program	8 Hrs	District Wide	Open Until Filled	Advertised
Site Coordinator-After School Program	7.5 Hrs	District Wide	Open Until Filled	Advertised
Instructional Asst II-After School Program	4 Hrs	District Wide	Open Until Filled	Advertised
2 <sup>nd</sup> /3 <sup>rd</sup> Grade Teacher	8 Hrs	Elementary Schools	Open Until Filled	Advertised
Ed Asst IV-SPED	7.5 Hrs	IA	Open Until Filled	Advertised
Nutrition Svcs I-FT	7 Hrs	Nutrition Services	Open Until Filled	Advertised
Maintenance III-Grounds (Temp 22-23 SY)	8 Hrs	Operations	Open Until Filled	Advertised
Maintenance IV-Facilities/Trades	8 Hrs	Operations	Open Until Filled	Advertised
Athletic Trainer	8 Hrs	TDHS	9/30/2022	Advertised
Head Softball Coach	Seasonal	TDHS	Open Until Filled	Advertised
Asst Softball Coach	Seasonal	TDHS	Open Until Filled	Advertised
Asst Baseball Coach	Seasonal	TDHS	Open Until Filled	Advertised
Head Coach-Girls Wrestling 22'-23'	Seasonal	TDHS	Open Until Filled	Advertised
Assistant Girls Basketball Coach	Seasonal	TDHS	Open Until Filled	Advertised
Asst 7 <sup>th</sup> or 8 <sup>th</sup> Grade-Volleyball Coach	Seasonal	TDMS	Open Until Filled	Advertised
Head 7 <sup>th</sup> or 8 <sup>th</sup> Grade-Boys Basketball Coach	Seasonal	TDMS	Open Until Filled	Advertised
Head 7 <sup>th</sup> or 8 <sup>th</sup> Grade-Girls Basketball Coach	Seasonal	TDMS	Open Until Filled	Advertised
Asst 7 <sup>th</sup> or 8 <sup>th</sup> Grade-Boys Basketball Coach	Seasonal	TDMS	Open Until Filled	Advertised
Asst 7 <sup>th</sup> or 8 <sup>th</sup> Grade-Girls Basketball Coach	Seasonal	TDMS	Open Until Filled	Advertised
Head Coach Track and Field	Seasonal	TDMS	1/15/2023	Advertised
Ed Asst I-Supervision Duty	3.75 Hrs	TDMS	Open Until Filled	Advertised
Educational Assistant II-Instructional Asst	7.5 Hrs	TDMS	Open Until Filled	Advertised
Bilingual Family Liaison 22'-23'	7.5 Hrs	TDMS	Open Until Filled	Advertised
Substitute Bus Driver (Pool)	Substitute	Transportation	Open Until Filled	Advertised
Bus Driver	8 Hrs	Transportation	Open Until Filled	Advertised
Nutrition Svcs I-PT	3.75 Hrs	WC	Open Until Filled	Advertised
Ed Asst I-Duty-PT	3.75	WC	9/20/2022	Advertised

# Nutrition Service Update



## NORTH WASCO COUNTY School District

THE CLUBHOUSE @ North Wasco SD #21				
SEP 2022				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
			1	2
			<b>Breakfast:</b> Blueberry Bagel with Cream Cheese (v) <b>Lunch:</b> Breadstick with Red Sauce (v) Chicken Burger Chicken Caesar Salad with WG Rolls Turkey & Cheese Sandwich Side Veggie: Roasted Broccoli and Carrots	<b>Breakfast:</b> WG Cinnamon Roll (v) <b>Lunch:</b> Chicken & Veggies Grilled Cheese Sandwich (v) Cheese Pizza (v) Crispy Chicken Wrap Side Veggie: Sweet Potato Fries
Breakfast Includes: Choice of entrée listed or selection of cereal with toast or cheese stick, choice of fruit, and milk.				
5	6	7	8	9
No School Labor Day Holiday	<b>Breakfast:</b> Apple Fritter (v) <b>Lunch:</b> Breakfast for Lunch: Pancakes and Sausage Chicken Burger Chef Salad with WG Rolls Fruit & Yo To-Go Box (v) Side Fruit: Baked Cinnamon Apples	<b>Breakfast:</b> Waffles (v) <b>Lunch:</b> Bean and Cheese Nachos (v) BBQ Chicken Sandwich Buffalo Chicken Wrap with Side Veggies Italian Sub Side Veggie: Mexican Black Beans	<b>Breakfast:</b> Muffin (v) <b>Lunch:</b> Baked Panko Pasta (v) Chicken Nuggets with WG Roll American Sandwich Fruit & Yogurt Parfait (v) Side Veggie: Green Beans	<b>Breakfast:</b> Ultimate Breakfast Round (v) <b>Lunch:</b> Cheese Pizza (v) Southwest Slaw Sunbutter and Jelly Sandwich (v) Popcorn Chicken Salad with WG Roll Side Veggie: Mixed Vegetables
Lunch Includes: Choice of entrée listed, variety of fruits and vegetables, and milk.				

# Safety Moment: Gas Pump Safety Tips



## Use extra caution at the gas pump:

- Turn off your vehicle engine. Put your vehicle in park and/or set the emergency brake
- Do not re-enter your vehicle during refueling. If you cannot avoid re-entering your vehicle, discharge any static build-up **before** reaching for the nozzle by touching something metal with a bare hand—such as the vehicle door—away from the nozzle
- In the unlikely event a static-caused fire occurs when refueling, leave the nozzle in the fill pipe and back away from the vehicle. Notify the station attendant immediately
- Cellular phones and other electronic devices may have the potential to emit electrical charges, and should therefore be left in the vehicle during fueling

# Safety Moment: Gas Pump Safety Tips – Facts and Figures



## Facts and Figures

**78% of all accidents at gas pumps happen to women pumping gas**

- They get back into the car for their purse, to kids, or for weather

**An estimated 5,020 fires and explosions occurred at public service stations per year from 2014-2018.**

- On average, one in every 13 service stations experienced a fire. These 5,020 fires caused an annual average of two civilian deaths, 48 civilian injuries and \$20 million in property damage.
- Of those 5,020 fires, almost two-thirds (61%) involved vehicles at the gas pump.

# Meals Served

School Year	Total Meals
2019-2020	444,821
2020-2021	204,854
2021-2022	340,657
2022-2023	345,350

**Fueling Students for Success**

**CEP Incentive**



# Nutrition Services



# Community Support

Backpack Program continuum

Farm To School through local orchards

Partnership with Bread and Blessings

Local Food Bank distribution and pantries in schools

**Breakfast, Lunch and Supper Programs**

**All Student continue to eat for free**

**Breakfast After the Bell continue in classroom setting**



# Expectations and Vision

# Capture





**A Big Thank You to NWSD  
Food Service Team**



# North Wasco County School District

## School Year 2022 – 2023, August Financial Summary

### General Fund Update (Still Reporting FY 2022):

Currently, the general fund balance is \$917K. Here are the ending balances currently:

Fund	General Fund	State Special Revenues	Nutrition Services	Technology Fund	Replacement Funds	Debt Service Funds	Capital Projects	District Fund Totals
Fund Balance	917,643	305,960	282,329	112,836	588,078	15,752	24,158	2,246,756

There are several grants the district is awaiting cash from the state for, so the state special revenues are negative currently due to the lag in payments. There are two key general fund payments the district is still waiting for: the first is the federal forest funds and the second is the county school fund. These two streams are estimated at \$200,000. If these funds are not received, it will decrease the ending general fund balance by \$200K.

### Projects in the Works and Highlights:

The district has many projects in the works, so it is important for the board and community to know what is on the horizon:

- The high school pavilion will begin the week of September 19th. Crestline Construction will begin installation! THE PAVILION IS IN THE DALLES!
- There are several minor construction projects around the district due to office shifts with changes in staffing.
- The facilities department was minorly restructured to assign a trades staff to each school building. The intention is to cross train staff, create more coverage at schools, and streamline communication.
- Staff are working on changing unused field at Sid White to an additional soccer field.
- Chenoweth Middle School was cleaned out. Due to vandalism, safety concerns of students and staff using the gym, and continued break-ins, the best path was to clean the building out so law enforcement can easily find people hidden in the building. The building is continually monitored for vandalism.

Questions about this report can be directed to Kara Flath, CFO, North Wasco County School District #21 at [flathk@nwasco.k12.or.us](mailto:flathk@nwasco.k12.or.us).

# NORTH WASCO COUNTY SCHOOL DISTRICT

FY 2022 Expenditure Status Report  
 For the month ending June 30th, 2022  
 (Not COMPLETE, As of 9/12/22)

DESCRIPTION	Budget	Year to Date	Encumbrances	Balance	% Budget Expended
<b>100 General Fund</b>					
1000 - Instruction	19,807,277	19,755,385	5,212	46,680	99.74%
2000 - Support Services	13,894,143	12,638,497	8,250	1,247,396	90.96%
5000 - Debt Service & Fund Transfers	776,000	776,000	-	-	100.00%
6000 - Contingency	300,000	-	-	300,000	0.00%
7000 - Unappropriated Ending Fund Balance	592,881	-	-	592,881	0.00%
<b>Totals</b>	<b>35,370,301</b>	<b>33,169,882</b>	<b>13,462</b>	<b>2,186,957</b>	<b>93.78%</b>
<b>210 - Federal Programs Fund</b>					
1000 - Instruction	2,946,702	1,858,652	-	1,088,050	63.08%
2000 - Support Services	1,873,829	1,789,256	-	84,573	95.49%
3000 - Enterprise & Community Services	180,487	24,770	-	155,717	13.72%
4000 - Capital Outlay	308,000	161,131	-	146,869	52.32%
7000 - Unappropriated Ending Fund Balance	6,320,040	-	-	6,320,040	0.00%
<b>Totals</b>	<b>11,629,058</b>	<b>3,833,809</b>	<b>-</b>	<b>7,795,249</b>	<b>32.97%</b>
<b>220 - State Grant Funds</b>					
1000 - Instruction	2,637,057	2,322,317	29,677	285,063	88.06%
2000 - Support Services	2,129,742	2,064,173	-	65,569	96.92%
3000 - Enterprise & Community Services	122,190	58,860	-	63,330	48.17%
4000 - Capital Outlay	1,865,672	1,782,150	-	83,522	95.52%
<b>Totals</b>	<b>6,754,661</b>	<b>6,227,500</b>	<b>29,677</b>	<b>497,484</b>	<b>92.20%</b>
<b>230 - Local Grants</b>					
1000 - Instruction	40,000	2,778	-	37,222	6.95%
2000 - Support Services	35,000	22,882	-	12,118	65.38%
3000 - Enterprise & Community Services	-	-	-	-	#DIV/0!
<b>Totals</b>	<b>75,000</b>	<b>25,660</b>	<b>-</b>	<b>49,340</b>	<b>34.21%</b>
<b>240 - Vocational Education Fund</b>					
1000 - Instruction	46,900	-	-	46,900	0.00%
<b>Totals</b>	<b>46,900</b>	<b>-</b>	<b>-</b>	<b>46,900</b>	<b>0.00%</b>
<b>242 - Enterprise Zone Funds</b>					
1000 - Instruction	-	-	-	-	-
2000 - Support Services	223,380	77,999	-	145,381	34.92%
4000 - Capital Outlay	550,000	532,543	-	17,457	96.83%
<b>Totals</b>	<b>773,380</b>	<b>610,542</b>	<b>-</b>	<b>162,838</b>	<b>78.94%</b>
<b>250 Nutrition Services Fund</b>					
3000 - Enterprise & Community Services	1,605,915	1,263,180	-	342,735	78.66%
<b>Totals</b>	<b>1,605,915</b>	<b>1,263,180</b>	<b>-</b>	<b>342,735</b>	<b>78.66%</b>
<b>285 Technology Fund</b>					
2000 - Support Services	132,000	98,873	-	33,127	74.90%
7000 - Unappropriated Ending Fund Balance	100,000	-	-	100,000	0.00%
<b>Totals</b>	<b>232,000</b>	<b>98,873</b>	<b>-</b>	<b>133,127</b>	<b>42.62%</b>
<b>290 - Student Body Funds</b>					
1000 - Instruction	545,000	170,425	-	374,575	31.27%
2000 - Support Services	12,000	1,589	-	10,411	13.24%
7000 - Unappropriated Ending Fund Balance	75,000	-	-	75,000	0.00%
<b>Totals</b>	<b>632,000</b>	<b>172,014</b>	<b>-</b>	<b>459,986</b>	<b>27.22%</b>
<b>292 - Textbook Replacement Fund</b>					
1000 - Instruction	810,000	298,906	59,460	451,634	36.90%
2000 - Support Services	50,000	21,710	-	28,290	0.00%
<b>Totals</b>	<b>860,000</b>	<b>320,616</b>	<b>59,460</b>	<b>479,924</b>	<b>37.28%</b>

DESCRIPTION	Budget	Year to Date	Encumbrances	Balance	% Budget Expended
<b>295 - Bus Replacement Fund</b>					
2000 - Support Services	843,480	433,008	-	410,472	51.34%
<b>Totals</b>	<b>843,480</b>	<b>433,008</b>	<b>-</b>	<b>410,472</b>	<b>51.34%</b>
<b>298 - Vehicle Replacement Fund</b>					
2000 - Support Services	53,000	-	-	53,000	0.00%
<b>Totals</b>	<b>53,000</b>	<b>-</b>	<b>-</b>	<b>53,000</b>	<b>0.00%</b>
<b>303 - OSBA PERS Bonds</b>					
5000 - Debt Service & Fund Transfers	1,752,230	1,752,230	-	-	100.00%
7000 - Unappropriated Ending Fund Balance	-	-	-	-	0.00%
<b>Totals</b>	<b>1,752,230</b>	<b>1,752,230</b>	<b>-</b>	<b>-</b>	<b>100.00%</b>
<b>304 - Full Faith &amp; Credit Obligation</b>					
5000 - Debt Service & Fund Transfers	380,000	377,763	-	2,237	99.41%
7000 - Unappropriated Ending Fund Balance	-	-	-	-	0.00%
<b>Totals</b>	<b>380,000</b>	<b>377,763</b>	<b>-</b>	<b>2,237</b>	<b>99.41%</b>
<b>Total All Funds</b>	<b>61,007,925</b>	<b>48,285,077</b>	<b>102,599</b>	<b>12,620,249</b>	<b>79.15%</b>

## NORTH WASCO COUNTY SCHOOL DISTRICT

FY 2022 Expenditure Status Report

For the month ending June 30th, 2022 (Not COMPLETE, As of 9/12/22)

Balance Sheet	General Fund	State Special Revenues	Nutrition Services	Technology Fund	Student Body Funds**	Replacement Funds	Debt Service Funds	Capital Projects	District Fund Totals	**Totals
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ASSETS:										
Cash & Investments	3,224,637	(998,715)	233,942	112,836	379,877	588,078	15,752	24,158	3,200,688	3,580,565
Accounts Receivable	1,452,228	1,713,875	79,198						3,245,301	3,245,301
Inventory/Prepaid expense	444,671	-	3,898						448,569	448,569
<b>Total Assets</b>	<b>5,121,536</b>	<b>715,160</b>	<b>317,038</b>	<b>112,836</b>	<b>379,877</b>	<b>588,078</b>	<b>15,752</b>	<b>24,158</b>	<b>6,894,558</b>	<b>7,274,435</b>

LIABILITIES:										
Accounts Payable	244,444	409,200	30,386	-		-			684,030	684,030
Payroll Liabilities	3,521,069	-	-						3,521,069	3,521,069
Deferred Revenue	438,380	-	4,323						442,703	442,703
<b>Total Liabilities</b>	<b>4,203,893</b>	<b>409,200</b>	<b>34,709</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>4,647,802</b>	<b>4,647,802</b>

FUND BALANCE:										
<b>Total Fund Balance</b>	<b>917,643</b>	<b>305,960</b>	<b>282,329</b>	<b>112,836</b>	<b>379,877</b>	<b>588,078</b>	<b>15,752</b>	<b>24,158</b>	<b>2,246,756</b>	<b>2,626,633</b>

Revenues & Expenditures: 2021-22 Year to Date										
Beginning Fund Balance	404,564	816,451	79,364	111,709	348,009	693,620	13,499	-	2,119,207	2,467,216
Year to Date Revenues	33,682,961	10,187,020	1,466,145	100,000	203,882	648,082	2,132,246	24,158	48,240,612	48,444,494
Year to Date Expenditures	33,169,882	10,697,511	1,263,180	98,873	172,014	753,624	2,129,993	-	48,113,063	48,285,077
Year to Date Net Income (Loss)	513,079	(510,491)	202,965	1,127	31,868	(105,542)	2,253	24,158	127,549	159,417
<b>Ending Fund Balance</b>	<b>917,643</b>	<b>305,960</b>	<b>282,329</b>	<b>112,836</b>	<b>379,877</b>	<b>588,078</b>	<b>15,752</b>	<b>24,158</b>	<b>2,246,756</b>	<b>2,626,633</b>

## NORTH WASCO COUNTY SCHOOL DISTRICT

### FY 2022 Expenditure Status Report

For the month ending June 30th, 2022 (Not COMPLETE, As of 9/12/22)

Fund	Beginning Fund Balance	Budgeted Revenue	Revenue Collected YTD	% Collected	Projected Revenue	Total Budget	Expended YTD	Encumbered	Projected Expenditures	% of Budget Expended	Revenue - Expenditures YTD	Projected Ending Fund Balance
100 - GENERAL FUND	\$ 404,564	\$35,370,301	\$33,682,961	95.23%	\$33,884,474	\$ 35,370,301	\$33,169,880	\$ 13,462	\$ 33,333,342	93.78%	\$ 513,081	\$ 955,696
210 - FEDERAL PROGRAMS	\$ 36,095	\$11,629,058	\$ 3,830,650	32.94%	\$ 3,851,626	\$ 11,629,057	\$ 3,833,810	\$ -	\$ 3,833,810	32.97%	\$ (3,160)	\$ 53,911
220 - STATE GRANTS	\$ 148,327	\$ 6,754,661	\$ 6,022,311	89.16%	\$ 6,343,292	\$ 6,754,662	\$ 6,227,501	\$ 29,677	\$ 6,257,178	92.20%	\$ (205,190)	\$ 234,441
230 - LOCAL GRANT PROGRAMS	\$ 52,902	\$ 75,000	\$ 93,901	125.20%	\$ 93,901	\$ 75,000	\$ 25,660	\$ -	\$ 25,660	34.21%	\$ 68,241	\$ 121,143
240 - VOCATIONAL EDUCATION FUND	\$ 45,747	\$ 46,900	\$ 158	0.34%	\$ 158	\$ 46,900	\$ -	\$ -	\$ -	0.00%	\$ 158	\$ 45,905
242 - ENTERPRISE ZONE PROJ FUND	\$ 533,380	\$ 773,380	\$ 240,000	31.03%	\$ 240,000	\$ 773,380	\$ 610,542	\$ -	\$ 610,542	78.94%	\$ (370,542)	\$ 162,838
250 - NUTRITION SERVICES	\$ 79,364	\$ 1,605,915	\$ 1,466,145	91.30%	\$ 1,466,145	\$ 1,605,914	\$ 1,263,180	\$ -	\$ 1,263,180	78.66%	\$ 202,965	\$ 282,329
285 - TECHNOLOGY & EQUIPMENT	\$ 111,709	\$ 232,000	\$ 100,000	43.10%	\$ 100,000	\$ 232,000	\$ 98,873	\$ -	\$ 98,873	42.62%	\$ 1,127	\$ 112,836
290 - STUDENT BODY ACCOUNT	\$ 348,009	\$ 632,000	\$ 203,882	32.26%	\$ 203,882	\$ 632,000	\$ 172,014	\$ -	\$ 172,014	27.22%	\$ 31,868	\$ 379,877
292 - TEXTBOOK REPLACEMENT FUND	\$ 552,821	\$ 860,000	\$ 201,355	23.41%	\$ 201,355	\$ 860,000	\$ 320,616	\$ 59,460	\$ 380,076	37.28%	\$ (119,261)	\$ 374,100
295 - BUS REPLACEMENT	\$ 88,254	\$ 843,480	\$ 433,874	51.44%	\$ 433,874	\$ 843,480	\$ 433,008	\$ -	\$ 433,008	51.34%	\$ 866	\$ 89,120
298 - VEHICLE REPLACEMENT	\$ 52,545	\$ 53,000	\$ 12,853	24.25%	\$ 12,854	\$ 53,000	\$ -	\$ -	\$ -	0.00%	\$ 12,853	\$ 65,399
303 - OSBA PERS BONDS	\$ 82	\$ 1,752,230	\$ 1,752,246	100.00%	\$ 1,752,398	\$ 1,752,230	\$ 1,752,230	\$ -	\$ 1,752,230	100.00%	\$ 16	\$ 250
304 - FULL FAITH & CREDIT OBLIG	\$ 13,417	\$ 380,000	\$ 380,000	100.00%	\$ 380,000	\$ 380,000	\$ 377,763	\$ -	\$ 377,763	99.41%	\$ 2,237	\$ 15,654
401 - CAPITAL PROJECTS	\$ -	\$ -	\$ 24,158	0.00%	\$ 24,158	\$ -	\$ -	\$ -	\$ -	0.00%	\$ 24,158	\$ 24,158
<b>Total All Funds</b>	<b>\$2,467,216</b>	<b>\$61,007,925</b>	<b>\$48,444,494</b>	<b>79.41%</b>	<b>\$48,988,117</b>	<b>\$ 61,007,924</b>	<b>\$48,285,077</b>	<b>\$ 102,599</b>	<b>\$ 48,537,676</b>	<b>79.15%</b>	<b>\$ 159,417</b>	<b>\$ 2,917,657</b>

**NORTH WASCO COUNTY SCHOOL DISTRICT**

**Federal Relief Funds**

For the month ending June 30th, 2022  
(Not COMPLETE, As of 9/12/22)

<b>ESSER (CARES Act)</b>		<b>\$760,676.15</b>	<b>Period: 03/13/2020 - 09/30/2022</b>			
<b>ACCOUNT TITLE</b>	<b>Budget</b>	<b>FY 2021 Expenditures</b>	<b>FY 2022 Budgeted</b>	<b>Total</b>	<b>Balance</b>	
ESSER District	\$664,755.15			\$665,077.05	(\$321.90)	
*Staffing (5 Staff plus blue print teams)		\$648,548.05	\$0.00			
Computers & Distance Learning Programs		\$15,029.00				
Professional Development (COSA)		\$1,500.00				
ESSER LTCT/JDEP	\$402.00	\$402.00		\$402.00	\$0.00	
ESSER Mosier	\$57,455.00	\$57,455.30	\$0.00	\$57,455.30	(\$0.30)	
ESSER Cares Act (St.Marys)	\$14,364.00	\$14,041.80	\$0.00	\$14,041.80	\$322.20	
ESSER Riverbend	\$23,700.00	\$23,700.00	\$0.00	\$23,700.00	\$0.00	
<b>Totals</b>	<b>\$760,676.15</b>	<b>\$760,676.15</b>	<b>\$0.00</b>	<b>\$760,676.15</b>	<b>\$0.00</b>	

<b>ESSER (CARES CDL GEER Funds)</b>		<b>\$166,339.42</b>	<b>Period: 07/01/2020 - 04/31/2021</b>		
<b>ACCOUNT TITLE</b>	<b>Budget</b>	<b>FY 2021 Expenditures</b>	<b>Total</b>	<b>Balance</b>	
CDL - District	\$146,043.42		\$145,924.35	\$119.07	
Distance Learning Software (Acellus, ect)		\$58,260.31			
Communications to Family/Parents		\$3,875.00			
Student Technology (Chromebook, hotspots, ect)		\$79,968.63			
Indirect Costs		\$3,820.41			
CDL - Mosier	\$10,569.00	\$10,569.57	\$10,569.57	(\$0.57)	
CDL - St.Marys	\$7,817.00	\$7,935.50	\$7,935.50	(\$118.50)	
CDL - Riverbend	\$1,910.00	\$1,910.00	\$1,910.00	\$0.00	
<b>Totals</b>	<b>\$166,339.42</b>	<b>\$166,339.42</b>	<b>\$166,339.42</b>	<b>\$0.00</b>	

<b>ESSER II (CRRSA) Funds</b>		<b>\$2,988,063.00</b>	<b>Period: 03/13/2020 - 09/30/2023</b>				
<b>ACCOUNT TITLE</b>	<b>Budget</b>	<b>FY 2021 Expenditures</b>	<b>FY 2022 Budgeted</b>	<b>FY 2022 Expended or Encumbered</b>	<b>FY 2023 Budgeted</b>	<b>FY 2024 Budgeted</b>	<b>Total Expenditures</b>
ESSER 2 District	\$2,762,192.23						\$0
Staffing			\$1,390,301	\$396,145			\$396,145
APU /Fans		\$208,570.10	\$120,362	\$102,943			\$311,513
Communications to Family/Parents		\$3,487.50					\$3,488
PPE - Dividers, masks, ect		\$9,638.35	\$35,000	\$53,743			\$63,381
*Student Technology (Chromebook, Acellus, ect)		\$289,619.53	\$134,639	\$95,372			\$1,241,992
Band Supply Students			\$75,000	\$62,481			\$62,481
Portables, Miscellaneous COVID Items		\$21,934.00	\$120,000	\$121,124			\$143,058
Professional Development			\$15,000				\$0
Food Service/Cafeteria Items			\$150,000	\$51,225			\$51,225
Expanded Health Services				\$37,800			\$37,800
Transportation Program				\$8,436			\$8,436
Indirects		\$15,090.96	\$57,498	\$51,625			\$66,716
ESSER 2 Mosier	\$196,432.87			\$196,433	\$68,374		\$68,374
ESSER 2 Riverbend	\$29,438.17			\$29,438			\$0
ESSER 2 JDEP Funds	\$40,000.00			\$40,000	\$6,110		\$6,110
<b>Totals</b>	<b>\$3,028,063.27</b>	<b>\$548,340.44</b>	<b>\$2,363,671</b>	<b>\$1,912,378</b>	<b>\$0</b>	<b>\$0.00</b>	<b>\$2,460,719</b>

Balance

<b>ESSER III (ARP Act) Funds</b>		<b>\$6,710,765.64</b>	<b>Period: 03/13/2020 - 09/30/2024</b>					
<b>ACCOUNT TITLE</b>	<b>Budget</b>	<b>FY 2021 Expenditures</b>	<b>FY 2022 Budgeted</b>	<b>FY 2022 Expended or Encumbered</b>	<b>FY 2023 Budgeted</b>	<b>FY 2024 Budgeted</b>	<b>FY 2025 Budgeted</b>	<b>Total</b>
ESSER 3 District	\$6,207,842.30							\$0
Staffing					\$1,450,000	\$1,550,000	\$275,000	\$3,275,000
Technology/Distance Learning					\$255,000	\$255,000	\$150,000	\$660,000
Unfinished Learning			\$150,000		\$300,000	\$300,000	\$75,000	\$825,000
Summer Programs		\$23,127.16	\$186,815	\$140,983	\$275,000	\$300,000		\$784,942
Summer Program - Refrigerated Van			\$11,370	\$11,531				\$11,370
TDHS Pavilion			\$208,000	\$109,905				\$208,000
Building Camera			\$240,000		\$28,299			\$268,299
COVID Miscellaneous Items					\$25,000	\$25,000	\$15,000	\$65,000
Indirects			\$22,532	\$7,295	\$65,090	\$67,920	\$14,150	\$169,692
ESSER 3 Mosier	\$441,469.73		\$441,974					\$441,974
ESSER 3 Riverbend	\$66,160.31		\$66,236					\$66,236
<b>Totals</b>	<b>\$6,715,472.34</b>	<b>\$23,127.16</b>	<b>\$1,326,927</b>	<b>\$269,714</b>	<b>\$2,398,389</b>	<b>\$2,497,920</b>	<b>\$529,150</b>	<b>\$6,775,513</b>

<b>Totals</b>	<b>\$10,670,551.18</b>	<b>\$1,498,483.17</b>	<b>\$3,690,598</b>	<b>\$2,182,092</b>	<b>\$2,398,389</b>	<b>\$2,497,920</b>	<b>\$529,150</b>	<b>\$10,614,540</b>
	<b>Total Grant Budget</b>	<b>FY 2021 Expenditures</b>	<b>FY 2022 Budget</b>	<b>FY 2022 Expenditures To Date</b>	<b>FY 2023 Budget</b>	<b>FY 2024 Budget</b>	<b>FY 2025 Budget</b>	<b>Total Expended or Budgeted</b>



# North Wasco County School District

## School Year 2022 – 2023, September Enrollment Summary

School Year 2022 – 2023	Chenowith	Col. Wright	Dry Hollow	Mosier	TDMS	TDHS	Innovative Academy	MAP Virtual	Total
September 15 <sup>th</sup>	382	291	422	172	555	822	124	83	<b>2,851</b>
October									
November									
December									
January									
February									
March									
April									
May									
June									

<b>Average</b>	<b>382</b>	<b>291</b>	<b>422</b>	<b>172</b>	<b>555</b>	<b>822</b>	<b>124</b>	<b>83</b>	<b>2,851</b>
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<b>Peak</b>	<b>382</b>	<b>291</b>	<b>422</b>	<b>172</b>	<b>555</b>	<b>822</b>	<b>124</b>	<b>83</b>	<b>2,851</b>
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<b>Average 2021 - 2022</b>	348	263	437	175	594	754	26	66	2,752
Avg Change 2023-2022	34	28	(15)	(3)	(39)	68	(1)	0	99
<b>Peak 2021-2022</b>	364	267	444	177	614	801	33	92	2,814
Peak Change 2023-2022	18	24	(22)	(5)	(59)	21	0	0	37

SY 2021-2022 June Count	364	263	428	175	582	698	20	87	2,709
Change June to Current	18	28	(6)	(3)	(27)	124	104	(96)	<b>142</b>

\*Innovations Academy includes former Riverbend Charter School and the adult learning center.

\*MAP includes all virtual students. Last year, this was reported K – 8 Virtual and 9 – 12 Virtual.

Enrollment Summary by Building and Grade as of 9/15/2022														
School	K	1	2	3	4	5	6	7	8	9	10	11	12	Totals
Chenoweth Elementary	64	71	77	59	51	60	0	0	0	0	0	0	0	382
Colonel Wright Elementary	50	47	54	51	42	47	0	0	0	0	0	0	0	291
Dry Hollow Elementary	68	79	73	66	71	65	0	0	0	0	0	0	0	422
Mosier Community School	18	20	17	21	18	18	17	17	26	0	0	0	0	172
The Dalles High School	0	0	0	0	0	0	0	0	0	254	187	202	179	822
The Dalles Middle School	0	0	0	0	0	0	176	185	194	0	0	0	0	555
Innovations Academy	0	0	0	0	0	1	13	8	12	13	21	28	28	124
MAP Virtual (Innovations)	3	3	6	2	4	2	3	4	8	10	10	16	12	83
<b>Totals</b>	<b>203</b>	<b>220</b>	<b>227</b>	<b>199</b>	<b>186</b>	<b>193</b>	<b>209</b>	<b>214</b>	<b>240</b>	<b>277</b>	<b>218</b>	<b>246</b>	<b>219</b>	<b>2,851</b>
2021-2022 June Totals	215	221	194	188	192	205	214	232	243	201	239	192	173	2,709
Difference 2023 – 2022	(12)	(1)	33	11	(6)	(12)	(5)	(18)	(3)	76	(21)	54	46	142
Previous Month (June 2022)	215	221	194	188	192	205	214	232	243	201	239	192	173	2,709
<b>Difference</b>	<b>(12)</b>	<b>(1)</b>	<b>33</b>	<b>11</b>	<b>(6)</b>	<b>(12)</b>	<b>(5)</b>	<b>(18)</b>	<b>(3)</b>	<b>76</b>	<b>(21)</b>	<b>54</b>	<b>46</b>	<b>142</b>

\*Note: The budgeted ADMr is at 2,850, with additional weights of 709.69, which includes Mosier Community School, for a total ADMw of 3,559.69.



# North Wasco County School District

School Year 2022 – 2023, **August 31<sup>st</sup>**

## **Bond Planning Update and Timeline**

### **Meetings:**

9/8/2022 - District Bond Planning Meeting (Kara Flath, Liz Manser, Carolyn Bernal, Kimberly Tyskiewicz, Steve Nelsen, Douglas Rice, Ajay Rundell, Amy Hampton, Luke Vieira, Ryan LaDouceur, Kurt Evans, Sandra Harris, Stephanie Bowen, Phil Williams, Mairead Beane Kelley, Lauren Merklin, Elizabeth Rosmiller, Julie Gurczynski).

Discuss the different price point options, and what discussion will be at the September 21st Community Bond Planning Committee.

9/6/2022 - Bond Leadership Team Meeting (Carolyn Bernal, Kara Flath, Steve Nelsen Jeremy Wright, Stephanie Bowen )

Discuss the September 8th District Leadership Bond Meeting. September 21st Community Bond Planning Committee.

8/29/2022 - Bond Leadership Team Meeting (Jose Aparicio, Carolyn Bernal, Kara Flath, Steve Nelsen Jeremy Wright, Alec Holser, Stephanie Bowen )

Discuss the September 8th District Leadership Bond Meeting. September 21st Community Bond Planning Committee.

8/15/2022 - Bond Leadership Team Meeting (Jose Aparicio, Carolyn Bernal, Kara Flath, Liz Manser, Steve Nelsen)

Reviewed preliminary cost options and discussed if the Community Bond Planning Meeting should occur without up to date polling data. Might be good to discuss usage and review the numbers with the committee. Updated taxable values will not be available until October 1st.

7/18/2022 - Bond Leadership Team Meeting (Jose Aparicio, Carolyn Bernal, Kara Flath, Liz Manser, Steve Nelsen)

Need any final numbers by August 15th to poll for the September community meeting. Kara will email Jill Amery to find out any updated taxable value information. Costs will be affected by sidewalks and other city requirements. Need to get clarification on what is required for more accurate costs. The district will contract for \$5,000 with JMB CONSULTING GROUP LLC Construction Consultants to refine construction costs. The group discussed what options would be available for The Dalles High School if the highschool was built at Wahonka.

7/14/2022 - Kara emailed the Community Bond Planning Committee a link to the website page for bond planning which includes the documents from the community meeting.

6/16/2022 - - Bond Planning Committee Meeting (District Wide) (Kara Flath, Liz Manser, Steven Nelsen, Ajay Rundell, Amy Hampton, Carol Dowsett, Carolyn Bernal, Douglas Rice, Kimberly Tyskiewicz, Sandra Harris, Stephanie Bowen, Theresa Peters, Kurt Evans). Discussed information from the community bond planning meeting on 6/1/2022. (The information is released on the website at <https://www.nwasco.k12.or.us/apps/pages/bondplanning>).

6/6/2022 - Bond Leadership Team Meeting (Jose Aparicio, Carolyn Bernal, Kara Flath, Liz Manser, Steve Nelsen, Jeremy Wright, Alex Holser)

Discussed the need to have more energy and data to review, based on feedback from the Community Bond Planning Committee. We need to verify tax data with the county before polling, especially as it relates to the first Google data center which will be taxed this year. The team needs to narrow down building needs: capacity, parking spots, and student counts as costs have increased over 22%.

6/2/2022 - The Dalles Chamber of Commerce Government Affairs - Round Table (Stephanie Bowen), provided an update of the process.

6/1/2022 - Community Bond Planning Meeting. This meeting comprised of 61 members, 4 were ill or unable to attend. This included 11 district staff, of which 2 were representative of the union members, 2 school board members, 28 community applicants requesting to participate, 2 student representatives, one was ill, 12 community partners who were requested by the district to participate, 1 consultant, and 5 OPSIS staff to facilitate.

This was a robust discussion to allow the community to speak to areas of concern and priorities of the community. OPSIS will compile the results of the committee.

5/19/2022 - Bond Planning Committee Meeting (District Wide) (Kara Flath, Liz Manser, Alec Holser, Jose Aparicio, Steven Nelsen, Ajay Rundell, Amy Hampton, Carol Dowsett, Carolyn Bernal, Dottie Ray, Douglas Rice, Kimberly Tyskiewicz, Sandra Harris, Stephanie Bowen, Theresa Peters, Kurt Evans) The committee discussed the tentative calendar and timeline. OPSIS recapped the small group feedback from the last workshop with the Bond Planning Committee.

5/19/2022 - KODL Radio discussion about bond planning and general update of plans. (Al Winn, Kara Flath, Carolyn Bernal, Kimberly Tyszkiewicz)

5/9/2022 - Bond Leadership Team Meeting

(Jose Aparicio, [Carolyn Bernal](#), [Stephanie Bowen](#), [Kara Flath](#), [Liz Manser](#), Steven Nelson, [Jeremy Wright](#)). The group reviewed the initial Community Advisory Committee staff, community partners request, and community members who applied. (Currently 6 applicants). We need to invite student representatives.

Goals:

- Complete the first polling before September 21st, but try to get updated tax roll numbers will look like to have an accurate price point poll. Need a week to run an analysis of data.
- Need to set up a meeting with Doug Rice, [Kara Flath](#), and [Liz Manser](#) to discuss Essential Enhancements and Improvements.
- Need to figure out how to plan for what to do with the existing TDHS if we build a new high school.

5/5/2022 - Media Inquiry, CCC News. RE: Community Bond Planning Committee and facility ages.

5/2/2022 - Community Bond Planning Committee Media Release. District website & social media announcement. Also sent a Remind message sent to all D21 Parents to apply for the Community Bond Planning Committee.

4/28/22 - Bond Planning Committee Meeting #2

(Steve Nelsen, [Carolyn Bernal](#), [Alec Holser](#), [Jose Aparicio](#), [Liz Manser](#), [Stephanie Bowen](#), Douglas Rice, Carol Dowsett, [Kimberly Tyskiewicz](#), Theresa Peters, [Sandra Harris](#), Billy Brost, [Amy Hampton](#), [Kurt Evans](#), Dottie Ray)

Discussed CAC meetings and schedule.

4/25/22 - Bond Leadership Team Meeting

(Steve Nelsen, [Carolyn Bernal](#), Alec Holser, Jose Aparicio) Discussed the community bond planning timeline and who we should invite. Kara will finish the application document to be ready to go out this Thursday before or after the board meeting. Looking at holding the meeting June 1st at TDMS from 6:00 - 8:00pm. Tentative dates 9/21/22 at Wahtonka, and 10/19/22 at TDHS.

4/11/22 - Bond Leadership Team Meeting

(Steve Nelsen, [Liz Manser](#), [Carolyn Bernal](#), Jeremy Wright, Alec Holser) Discussed the path forward in polling the community and gauging interest from the community on what the community sees as a priority and what is realistic. Discussed general timelines.

3/29/22 - Bond Leadership Team Meeting

(Steve Nelsen, [Liz Manser](#), [Carolyn Bernal](#), [Jose Aparicio](#)) Discussed first community meetings: plan is TDMS, Wahtonka, and then TDHS for locations. Kara will prepare the application for community members. Discussed future meetings with Doug, Kara, and Liz to discuss the facilities report.

3/14/22 - Bond Leadership Team Meeting

(Steve Nelsen, [Liz Manser](#), [Carolyn Bernal](#), [Jose Aparicio](#), Alec Holser) Met with DHE and TDHS. Will meet with the rest this week: CWE, CES, TDMS. Discussed Thursday all bond planning committee (BPC) meeting and agenda.

3/08/22 - Lions Club

(Kara Flath, [Carolyn Bernal](#), Billy Brost) Met with Lions Club Members and discussed the general school district and bond process. Requested feedback. Feedback included discussion of remodeling high school instead of replacing high school. Note: This did not apply to Wahtonka.

3/02/22 - Rotary Club

(Kara Flath, [Carolyn Bernal](#)) Met with Rotary Club Members and discussed the general school district and bond process.

2/18/22 - Wright Public Affairs

(Jeremy Wright, [Jose Aparicio](#), [Carolyn Bernal](#), [Kara Flath](#)) Discussed the last bond process and pros and cons. Discussed what a PR firm can do for the district. Key takeaways from last bond and suggestions for upcoming bond.

2/14/22 - Bond Leadership Team Meeting

(Steve Nelsen, [Liz Manser](#), [Alec Holser](#), [Kara Flath](#), [Carolyn Bernal](#), [Jose Aparicio](#)) Discussed getting the Bond Planning Committee commitment by the next meeting. Went over committee structures.

1/31/22 - Bond Leadership Team Meeting

(Steve Nelsen, [Liz Manser](#), [Alec Holser](#), Carol Samuels, Audrey Zhao, [Carolyn Bernal](#), [Jose Aparicio](#)). Discussed Bond Oversight Committee structure. Historical bonds - D21 was approved for a new middle school in 2003, failed local option tax in 2015, and failed bond in 2018. Need to complete committee structure for Bond Oversight, Bond Leadership, Bond Planning, and Community Advisory Committee. Shared diagram of committees.

1/18/22 - Signed Contract with OPSIS, Phase I cost \$10,000, Phase II cost \$25,000 (May not finish before end of FY, so balance of contract FY 2023)

12/21/21 - County Meeting with Piper & Sandler

Met with the county to discuss bond planning processes and improvements from the last bond. (Tyler Stone, Jill Amery, Carolyn Bernal, Jose Aparicio). Recommendations included:

- Do not guarantee a cost per \$1,000, we cannot guarantee.
- Have town hall meetings like South Wasco County.
- Educate the community about how taxes work.
- Talk with major taxing jurisdictions in the county: clubs, churches, larger employers, city council, county commissioners.
- Coordinate information flow with the county so we all say the same thing.
- Train the school board on how the tax system works.

12/06/21 - Piper & Sandler contract signed. No cost unless bond is passed.

12/09/21 - OPSIS Initial Meeting

Met with OPSIS Architecture to discuss bond planning and how OPSIS could assist the district. (Steve Nelson, Kara Flath, [Jose Aparicio](#), [Carolyn Bernal](#))

11/29/21 - Piper and Sandler

Met with Piper & Sandler about pre-bond planning to discuss the previous bond process and changes we should make. Carol Samuels (Piper & Sandler), Kara Flath, Dr. Carolyn Bernal, [Jose Aparicio](#), and Audrey Zhao (Piper & Sandler).

Questions about this report can be addressed to Kara Flath, Chief Financial Officer, at [flathk@nwasco.k12.or.us](mailto:flathk@nwasco.k12.or.us).

Code: IGBB  
Adopted: 6/08/00  
Revised/Readopted: 5/22/08; 6/15/17; 3/17/22  
Orig. Code: IGBB

## Talented and Gifted ~~Education~~ Program and/or Services

The district is committed to an educational program that recognizes, identifies and serves the unique strengths and needs of students identified as talented and gifted students. Talented and gifted students demonstrate exceptional performance when compared to applicable developmental or learning progressions, with consideration given for variations in student's opportunity to learn and to culturally relevant indicators of ability. ~~are those who have been identified as academically talented and/or intellectually gifted.~~

The Board directs the superintendent to develop a process for identification of talented and gifted students in grades K through 12. (See Board policy IGBBA – Talented and Gifted Students – Identification\*\*)

The district will develop a written plan of instruction for talented and gifted students that:

1. Includes a statement of the district policy on the education of talented and gifted students (this policy);
2. Identifies and assesses special talented and gifted programs and services available in the district;
3. States goals related to providing such programs and services, including timelines for achievement;
4. Describes the programs and services intended to accomplish stated goals;
5. Describes how the district provides parents an opportunity to discuss and to provide input on programs and services for their child;
6. Describes how the district will evaluate progress of the plan; and
7. States the name and contact information for the district's talented and gifted coordinator.<sup>1</sup>

The district shall submit such plan to the Oregon Department of Education (ODE) as directed.

The plan will be provided at the school or the district office, when requested, and will be published on the district's website. The district website shall provide the name and contact information of the district's coordinator of special education and programs for talented and gifted.

The district may also identify and provide programs for students who demonstrate outstanding ability or potential in creative ability in using original or nontraditional methods in thinking and producing; leadership ability in motivating the performance of others in educational or noneducational settings; and/or ability in the visual or performing arts, such as dance, music or art.

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<sup>1</sup> For the list of complete requirements of the plan, see ORS 343.397(1).

Complaints regarding programs and/or services can be filed in accordance with Board Policy KL – Public Complaints, beginning at Step 2.

~~A written plan shall be developed that identifies programs or services needed to address the assessed levels of learning and accelerated rates of learning of identified students and provides an opportunity for the student’s parents to discuss with the district the programs and services available to the student and to provide input on the programs and services to be made available to the student.~~

~~The plan will be provided at the school or the district office when requested and on the district’s website. The website shall also provide the name and contact information of the district’s coordinator of special education and programs for talented and gifted.~~

~~The district may also identify and provide programs for students who demonstrate creative abilities, leadership abilities or unusual abilities in visual or performing arts.~~

END OF POLICY

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**Legal Reference(s):**

[ORS 343.391 - 343.401](#)  
[ORS 343.407 - 343.413](#)

[OAR 581-022-2325](#)  
[OAR 581-022-2330](#)

[OAR 581-022-2370](#)  
[OAR 581-022-2500](#)

Senate Bill 486 (2021)

Code: IGBBA  
Adopted: 3/10/11  
Revised/Readopted: 6/15/17

## ~~Identification~~ – Talented and Gifted Students – **Identification** \*\*

In order to serve ~~academically~~ talented and ~~intellectually~~ gifted (“TAG”) students in grades K-12, the district directs the superintendent ~~or designee~~ to establish an ~~written~~ identification process.

This process of identification shall include ~~at~~ as a minimum:

1. Use of ~~evidence-based research-based best practices~~ that include a variety of tools and procedures to determine if a student demonstrates a pattern of exceptional performance and/or achievement that is relevant to the identification of TAG students under ORS 343.395. ~~to identify talented and gifted students from under-represented populations such as ethnic minorities, students with disabilities, students who are culturally and/or linguistically diverse or economically disadvantaged.~~
2. Collection and use of multiple modes and methods of qualitative and quantitative evidence to allow appropriate members of a student’s identification team to make a determination about the identification and eligibility of the students for TAG services, supports and/or programs; with no single test or piece of evidence eliminating a student from eligibility.
3. Use of methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification of students from historically underrepresented populations including, but not limited to:
  - a. Students who are racially/ethnically diverse;
  - b. Students experiencing disability;
  - c. Students who are culturally and/or linguistically diverse;
  - d. Students experiencing poverty; and
  - e. Students experiencing high mobility.
4. Incorporate assessments, tools and procedures that will inform the development of an appropriate plan of instruction for students who are identified as TAG and describe how information from the assessments, tools and procedures used in the identification for TAG students will be used to support development of the plan of instruction.
5. Identify how the educational record under ORS 326.565 of the student being considered will document and reflect the record of the team’s decision and the procedures and data used by the team to make the decision.

The district will provide professional development for staff assigned the responsibility for identification of talented and gifted students.

The identification team may use sources of evidence described in OAR 581-022-2325(3) to provide students with multiple opportunities to demonstrate a pattern or preponderance of evidence of talent or giftedness.

Academic evidence reviewed shall align to the full depth, breadth, and complexity of Oregon’s content standards and benchmarks. Standardized assessments used for academic/achievement-based identification shall include technical documentation demonstrating alignment or documentation of intended use for the purpose of TAG identification. Standardized assessments used for intellectually gifted identification shall include technical documentation demonstrating alignment to research-based best practices inclusive of students from underrepresented populations.

When a student is identified for TAG, the district shall inform parents of the programs and services available to their student and provide an opportunity for parents to provide input to, and discuss TAG instruction proposed for their student. The instruction provided shall be designed to accommodate the student’s assessed levels of learning and accelerated rates of learning. Parents may request the withdrawal of their student from TAG at any time.

- ~~6. Behavioral, learning and/or performance information.~~
- ~~7. A nationally standardized mental ability test for assistance in the identification of intellectually gifted students.~~
- ~~8. A nationally standardized academic achievement test of reading or mathematics for assistance in identifying academically talented students.~~

~~Identified students shall score at or above the 97th percentile on one of these tests. Other students who demonstrate the potential to perform at the eligibility criteria, as well as additional students who are talented and gifted may be identified.~~

If a parent is dissatisfied with the identification process or placement of their student, they may [submit an appeal through Board policy KL - Public Complaints and begin at \[Step 2\] with the superintendent or designee.](#)

~~the decision through the accompanying administrative regulation, IGBBA AR. After exhausting the district’s appeal procedure and receiving a final decision, a parent may appeal the decision to the State Superintendent of Public Instruction.~~

END OF POLICY

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**Legal Reference(s):**

[ORS 343.395](#)  
[ORS 343.407](#)  
[ORS 343.411](#)

[OAR 581-021-0030](#)  
[OAR 581-022-1310 to -1330](#)  
[OAR 581-022-1940](#)

[ORS 343.409](#)  
[OAR 581-022-1941](#)

# North Wasco County School District 21

*2<sup>nd</sup> Reading*  
*No changes requested from*  
*1<sup>st</sup> Reading*

Code: GBEA  
Adopted: 12/16/21

## Workplace Harassment

Workplace harassment is prohibited and shall not be tolerated. This includes workplace harassment that occurs between district employees or between a district employee and the district in the workplace or at a work-related event that is off district premises and coordinated by or through the district, or between a district and a district employee off district premises. Elected school board members, volunteers and interns are subject to this policy.

Any district employee who believes they have been a victim of workplace harassment may file a report with the district employee designated in the administrative regulation GBEA-AR - Workplace Harassment Reporting and Procedure, may file a report through the Bureau of Labor and Industries' (BOLI) complaint resolution process or under any other available law. The reporting of such information is voluntary. The district employee making the report is advised to document any incidents of workplace harassment.

“Workplace harassment” means conduct that constitutes discrimination prohibited by Oregon Revised Statute (ORS) 659A.030 (discrimination in employment based on race, color, religion, sex, sexual orientation, gender identity, national origin, marital status, age, or expunged juvenile record), including conduct that constitutes sexual assault<sup>1</sup> or that constitutes conduct prohibited by ORS 659A.082 (discrimination against person in uniformed service) or 659A.112 (discrimination in employment based on disability).

The district, upon receipt of a report from a district employee who believes they are a victim of workplace harassment, shall provide information about legal resources and counseling and support services, including any available employee assistance services. The district employee receiving the report, whether a supervisor of the employer or the district employee designated to receive reports, is advised to document any incidents of workplace harassment, and shall provide a copy of this policy and accompanying administrative regulation to the victim upon their disclosure about alleged workplace harassment.

All incidents of behavior that may violate this policy shall be promptly investigated.

Any person who reports workplace harassment has the right to be protected from retaliation.

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<sup>1</sup> “Sexual assault” means unwanted conduct of a sexual nature that is inflicted upon a person or compelled through the use of physical force, manipulation, threat or intimidation.

The district may not require or coerce a district employee to enter into a nondisclosure<sup>2</sup> or nondisparagement<sup>3</sup> agreement.

The district may not enter into an agreement with an employee or prospective employee, as a condition of employment, continued employment, promotion, compensation, or the receipt of benefits, that contains a nondisclosure provision, a nondisparagement provision or any other provision that has the purpose or effect of preventing the employee from disclosing or discussing workplace harassment that occurred between district employees or between a district employee and the district, in the workplace or at a work-related event that is off district premises and coordinated by or through the district, or between a district employee and employer off district premises.

The district may enter into a settlement agreement, separation or severance agreement that includes one or more of the following provisions only when a district employee claiming to be aggrieved by workplace harassment requests to enter into the agreement: 1) a nondisclosure or nondisparagement provision; 2) a provision that prevents disclosure of factual information relating to the claim of workplace harassment; or 3) a no-rehire provision that prohibits the employee from seeking reemployment with the district as a term or condition of the agreement. The agreement must provide the district employee at least seven days after signing the agreement to revoke it.

If the district determines in good faith that an employee has engaged in workplace harassment, the district may enter into a settlement, separation or severance agreement that includes one or more of the provisions described in the previous paragraph.

It is the intent of the Board that appropriate corrective action will be taken by the district to stop workplace harassment, prevent its recurrence and address negative consequences. Staff members in violation of this policy shall be subject to discipline, up to and including dismissal and/or additional workplace harassment awareness training, as appropriate. Other individuals (e.g., board members, witnesses, and volunteers) whose behavior is found to be in violation of this policy shall be subject to appropriate sanctions as determined and imposed by the superintendent or the Board.

The district shall make this policy available to all district employees and shall be made a part of district orientation materials provided and copied to new district employees at the time of hire.

The superintendent will establish a process of reporting incidents of workplace harassment and the prompt investigation.

END OF POLICY

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<sup>2</sup> A “nondisclosure” agreement or provision prevents either party from disclosing the contents of or circumstances surrounding the agreement.

<sup>3</sup> A “nondisparagement” agreement or provision prevents either party from making disparaging statements about the other party.

**Legal Reference(s):**

[ORS 174.100](#)

[ORS 243.317 - 243.323](#)

[ORS 659A.001](#)

[ORS 659A.003](#)

[ORS 659A.006](#)

[ORS 659A.370](#)

[ORS 659A.029](#)

[ORS 659A.030](#)

[ORS 659A.082](#)

[ORS 659A.112](#)

[ORS 659A.820](#)

[ORS 659A.875](#)

[ORS 659A.885](#)

[OAR 584-020-0040](#)

[OAR 584-020-0041](#)

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018).

Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2018).

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).

Bartsch v. Elkton School District, FDA-13-011 (March 27, 2014).

[House Bill 3041 \(2021\)](#)

# North Wasco County School District 21

Code: IGBAF  
Adopted: 2/8/01  
Revised/Readopted: 5/26/04; 11/15/07; 6/15/17  
Orig. Codes(s): IGBAF

## **Special Education - Individualized Education Program (IEP)\*\***

An individualized education program (IEP) shall be developed and implemented for each student with disabilities in the district, kindergarten through 21 years of age, including those who attend a public charter school located in the district, are placed in or referred to a private school or facility by the district; or receive related services from the district. The district is responsible for initiating and conducting the meetings to develop, review and revise the IEP of a student with disabilities. The district will ensure that one or both parents are present at each meeting or are afforded the opportunity to participate and are given a copy of the IEP. A meeting to develop an IEP shall be held within 30 calendar days of a determination that the student needs special education and related services, once every 365 days thereafter and when considering a change in the IEP or placement.

If a student is to be placed or referred to a private school or facility or attends a private or parochial school, the district will ensure that a representative of the private school or facility attends the IEP meeting. If the representative of the private school or facility is unable to attend the IEP meeting, the district shall use other methods to ensure participation including but not limited to, individual or conference telephone calls or individual meetings.

END OF POLICY

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### Legal Reference(s):

<a href="#">ORS 343.151</a>	<a href="#">OAR 581-015-2205</a>	<a href="#">OAR 581-015-2235</a>
<a href="#">ORS 343.155</a>	<a href="#">OAR 581-015-2210</a>	<a href="#">OAR 581-015-2055</a>
	<a href="#">OAR 581-015-2215</a>	<a href="#">OAR 581-015-2600</a>
<a href="#">OAR 581-015-2000</a>	<a href="#">OAR 581-015-2220</a>	<a href="#">OAR 581-015-2065</a>
<a href="#">OAR 581-015-2190</a>	<a href="#">OAR 581-015-2225</a>	<a href="#">OAR 581-015-2265</a>
<a href="#">OAR 581-015-2195</a>	<a href="#">OAR 581-015-2229</a>	
<a href="#">OAR 581-015-2200</a>	<a href="#">OAR 581-015-2230</a>	

Assistance to States for the Education of Children with Disabilities, 34 C.F.R. §§ 300.5 to -300.6, 300.22 to -300.24, 300.34, 300.43, 300.105 to -106, 300.112, 320.325, 300.328, 300.501 (2012).

# North Wasco County School District 21

Code: IGBAF-AR  
Adopted: 3/20/08  
Revised/Readopted: 5/19/16; 6/15/17; 2/24/22  
Orig. Code: IGBAF

2<sup>nd</sup> Reading  
No changes requested from 1<sup>st</sup>  
Reading.  
*\*\*This AR is required to be approved*

## Special Education - Individualized Education Program (IEP)\*\*

### 1. General IEP Information

- a. The district ensures that an IEP is in effect for each eligible student:
  - (1) Before special education and related services are provided to a student;
  - (2) At the beginning of each school year for each student with a disability for whom the district is responsible; and
  - (3) Before the district implements all the special education and related services, including program modifications, supports and/or supplementary aids and services, as identified on the IEP.
- b. The district uses:
  - (1) The Oregon standard IEP; or
  - (2) An IEP form that has been approved by the Oregon Department of Education.
- c. The district develops and implements all provisions of the IEP as soon as possible following the IEP meeting.
- d. The IEP will be accessible to each of the student's regular education teacher(s), the student's special education teacher(s) and the student's related services provider(s) and other service provider(s).
- e. The district informs all teachers and service providers of their specific responsibilities for implementing the IEP accommodations, modifications and/or supports that must be provided for or on behalf of the student to fully implement the IEP, including any amendments the district and parents agreed to make between annual reviews.
- f. The district takes steps to ensure that parents are present at each IEP meeting or have the opportunity to participate through other means.
- g. The district ensures that each teacher and service provider is informed of:
  - (1) Their specific responsibilities for implementing the IEP specific accommodations, modifications and/or supports that must be provided for, or on behalf of the student; and
  - (2) Their responsibility to fully implement the IEP including any amendments the district and parents agreed to make between annual reviews.

The district takes whatever action is necessary to ensure that parents understand the proceedings of the IEP team meeting, including arranging for an interpreter for parents with deafness or whose native language is other than English.

- h. The district provides a copy of the IEP to the parents at no cost.

## 2. IEP Meetings

- a. The district conducts IEP meetings within 30 calendar days of the determination that the student is eligible for special education and related services.
- b. The district convenes IEP meetings for each eligible student periodically, but not less than once per year.
- c. At IEP meetings, the team reviews and revises the IEP to address any lack of expected progress toward annual goals and in the general curriculum, new evaluation data or new information from the parents, the student's anticipated needs, or the need to address other matters.
- d. Between annual IEP meetings, the district and the parent may amend or modify the student's current IEP without convening an IEP team meeting using the procedures in the Agreement to Amend or Modify IEP subsection.
- e. When the parent requests a meeting, the district will either schedule a meeting within a reasonable time or provide timely written prior notice of the district's refusal to hold a meeting.
- f. If an agency other than the district fails to provide agreed upon transition services contained in the IEP, the district convenes an IEP meeting to plan alternative strategies to meet the transition objectives and, if necessary, to revise the IEP.

## 3. IEP Team Members

- a. The district's IEP team members include the following:
  - (1) The student's parents;
  - (2) The student, if the purpose of the IEP meeting is to consider the student's postsecondary goals and transition services (beginning for IEPs in effect at age 16), or for younger students, when appropriate;
  - (3) At least one of the student's special education teachers or, if appropriate, at least one of the student's special education providers;
  - (4) At least one of the student's regular education teachers if the student is or may be participating in the regular education environment. If the student has more than one regular education teacher, the district will determine which teacher or teachers will participate;
  - (5) A representative of the district (who may also be another member of the team) who is qualified to provide or supervise the provision of special education and is knowledgeable about district resources. The representative of the district will have the authority to commit district resources, and be able to ensure that all services identified in the IEP can be delivered;
  - (6) An individual, who may also be another member of the team, who can interpret the instructional implications of the evaluation results; and
  - (7) At the discretion of the parent or district, other persons who have knowledge or special expertise regarding the student.
- b. Student participation:
  - (1) Whenever appropriate, the student with a disability is a member of the team.
  - (2) If the purpose of the IEP meeting includes consideration of postsecondary goals and transition services for the student, the district includes the student in the IEP team meeting.

- (3) If the purpose of the IEP meeting includes consideration of postsecondary goals and transition services for the student, and the student does not attend the meeting, the district will take other steps to consider the student's preferences and interests in developing the IEP.
- c. Participation by other agencies:
- (1) With parent or adult student written consent, and where appropriate, the district invites a representative of any other agency that is likely to be responsible for providing or paying for transition services if the purpose of the IEP meeting includes the consideration of transition services (beginning at age 16, or younger if appropriate); and
  - (2) If the district refers or places a student in an ESD, state operated program, private school or other educational program, IEP team membership includes a representative from the appropriate agencies. Participation may consist of attending the meeting, conference call or participating through other means.

#### 4. Agreement for Nonattendance and Excusal

- a. The district and the parent may consent to excuse an IEP team member from attending an IEP meeting, in whole or in part, when the meeting involves a discussion or modification of team member's area of curriculum or service. The district designates specific individuals to authorize excusal of IEP team members.
- b. If excusing an IEP team member whose area is to be discussed at an IEP meeting, the district ensures:
  - (1) The parent and the district consent in writing to the excusal;
  - (2) The team member submits written input to the parents and other members of the IEP team before the meeting; and
  - (3) The parent is informed of all information related to the excusal in the parent's native language or other mode of communication according to consent requirements.

#### 5. IEP Content

- a. In developing the IEP, the district considers the student's strengths, the parent's concerns, the results of the initial or most recent evaluation, and the academic, developmental and functional needs of the student.
- b. The district ensures that IEPs for each eligible student includes:
  - (1) A statement of the student's present levels of academic achievement and functional performance that:
    - (a) Includes a description of how the disability affects the progress and involvement in the general education curriculum;
    - (b) Describes the results of any evaluations conducted, including functional and developmental information;
    - (c) Is written in language that is understood by all IEP team members, including parents;
    - (d) Is clearly linked to each annual goal statement;

- (e) Includes a description of benchmarks or short term objectives for children with disabilities who take alternative assessments aligned to alternate achievement standards.
- (2) A statement of measurable annual goals, including academic and functional goals, or for students whose performance is measured by alternate assessments aligned to alternate achievement standard, statements of measurable goals and short-term objectives. The goals and, if appropriate, objectives:
    - (a) Meet the student’s needs that are present because of the disability, or because of behavior that interferes with the student’s ability to learn, or impedes the learning of other students.
    - (b) Enable the student to be involved in and progress in the general curriculum, as appropriate; and
    - (c) Clearly describe the anticipated outcomes, including intermediate steps, if appropriate, that serve as a measure of progress toward the goal.
  - (3) A statement of the special education services, related services, supplementary aids and services that the district provides to the student:
    - (a) The district bases special education and related services, modifications and supports on peer-reviewed research to the extent practicable to assist students in advancing toward goals, progressing in the general curriculum and participating with other students (including those without disabilities), in academic, nonacademic and extracurricular activities.
    - (b) Each statement of special education services, related or supplementary services, aids, modifications or supports includes a description of the inclusive dates, amount or frequency, location and who is responsible for implementation.
  - (4) A statement of the extent, if any, to which the student will not participate with nondisabled students in regular academic, nonacademic and extracurricular activities.
  - (5) A statement of any individual modifications and accommodations in the administration of state or district wide assessments of student achievement.
    - (a) A student will not be exempt from participation in state or district wide assessment because of a disability unless the parent requests an exemption;
    - (b) If the IEP team determines that the student will take the alternate assessment instead of the regular statewide or a district wide assessment, a statement of why the student cannot participate in the regular assessment and why the alternate assessment is appropriate for the student.
  - (6) A statement describing how the district will measure student’s progress toward completion of the annual goals and when periodic reports on the student’s progress toward the annual goals will be provided.

## 6. Individualized COVID-19 Recovery Services<sup>1</sup>

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<sup>1</sup> The requirements of this section are in effect until July 1, 2023 unless extended by the State Board of Education.

Individualized COVID-19 Recovery Services are defined as those services determined necessary for eligible students based on the unique needs that arise from their disability due to the impact of the COVID-19 pandemic, which may include but are not limited to:

- a. Special education and related services;
- b. Supplementary aides and services;
- c. Additional or intensified instruction;
- d. Social emotional learning support; and
- e. Peer or adult support.

The IEP team for each eligible student shall consider the need for Individualized COVID-19 Recovery Services at least at each initial IEP meeting and each regularly scheduled annual review meeting.

- a. IEP teams shall consider the impact COVID-19 on the eligible student's ability to engage in their education, develop and re-establish social connections with peers and school personnel, and adapt to the structure of in-person learning.
- b. For initial IEPs, IEP teams shall also review the impact of COVID-19 on the eligible student's initial evaluation timeline and eligibility determination in considering the need for Individualized COVID-19 Recovery Services.
- c. For annual reviews, IEP teams shall also consider the impact of COVID-19 on the implementation of the eligible student's IEP considering the need for Individualized COVID-19 Recovery Services.

Any member of the IEP team, including parents and eligible students, may request that the IEP team meet to review the need for Individualized COVID-19 Recovery Services at any time.

- a. IEP teams are not required to meet more than once annually to consider the need for Individualized COVID-19 Recovery Services unless updated information indicates the eligible student's circumstances have changed or there is reason to suspect that the eligible student may need any additions or modifications to their Individualized COVID-19 Recovery Services.
- b. IEP teams that considered the need for Individualized COVID-19 Recovery Services at an initial IEP or annual review meeting on or after June 24, 2021 shall review the need for Individualized COVID-19 Recovery Services at the next annual review, but are not required to do so before then unless the eligible student's circumstances have changed or there is reason to suspect that the eligible student may need any additions or modifications to their Individualized COVID-19 Recovery Services.

When Individualized COVID-19 Recovery Services are recommended, the eligible student's IEP must be updated to reflect the recommendation.

The district or program shall provide written notice to the parents of each eligible student regarding the opportunity for the IEP team to meet to consider Individualized COVID-19 Recovery Services.

After each determination is made, the district or program shall provide written notice to the parent and/or adult student with a disability regarding the determination of need for Individualized COVID-19 Recovery Services. This notice shall include the following documentation:

- a. A statement of the Individualized COVID-19 Recovery Services recommended based on the meaningful input of all IEP team members, including parents and eligible students, as appropriate;
- b. The projected dates for initiation and duration of Individualized COVID-19 Recovery Services
- c. The anticipated frequency, amount, location, and provider of the services described in item a. above and whether these services are being provided within the standard instructional day for the eligible student.

If the district and parent hold an IEP meeting to discuss the need for Individualized COVID-19 Recovery Services and do not reach an agreement regarding such services, the district and parent may request a Facilitated IEP meeting. If the district and the parent choose to participate in a Facilitated IEP meeting, the district shall notify ODE.

Nothing in this section shall affect or otherwise alter a parent’s right to seek mediation under OAR 581-015-2335, request a due process hearing under OAR 581-015-2345, a complaint under OAR 581-015-2030, or other parental rights under the procedural safeguards.

Nothing in this section relieves the district of its duty to create an appropriate IEP for every eligible student, regardless of whether the eligible student requires Individualized COVID-19 Recovery Services.

#### 7. Agreement to Amend or Modify IEP

Between annual IEP meetings, the district and the parent may agree to make changes in the student’s current IEP without holding an IEP meeting. These changes require a signed, written agreement between the district and the parent.

- a. The district and the parent record any amendments, revisions or modifications on the student’s current IEP. If additional IEP pages are required these pages must be attached to the existing IEP.
- b. The district files a complete copy of the IEP with the student’s education records and informs the student’s IEP team and any teachers or service providers of the changes.
- c. The district provides the parent prior written notice of any changes in the IEP and upon request, provides the parent with a reserved copy of the IEP with the changes incorporated.

#### 8. IEP Team Considerations and Special Factors

- a. In developing, reviewing and revising the IEP, the IEP team considers:
  - (1) The strengths of the student and concerns of the parent for enhancing the education of the student;
  - (2) The results of the initial or most recent evaluation of the student;
  - (3) As appropriate, the results of the student’s performance on any general state or districtwide assessments;
  - (4) The academic, developmental, and functional needs of the child.

- b. In developing, reviewing and revising the student's IEP, the IEP team considers the following special factors:
  - (1) The communication needs of the student; and
  - (2) The need for assistive technology services and/or devices.
  
- c. As appropriate, the IEP team also considers the following special factors:
  - (1) For a student whose behavior impedes his or her their learning or that of others, strategies, positive behavioral intervention and supports to address that behavior;
  - (2) For a student with limited English proficiency, the language needs of the student as those needs relate to the IEP;
  - (3) For a student who is blind or visually impaired, instruction in Braille and the use of Braille unless the IEP team determines (after an evaluation of reading and writing skills, needs and media, including evaluation of future needs for instruction in Braille or the use of Braille, appropriate reading and writing), that instruction in Braille or the use of Braille is not appropriate; and
  - (4) For a student who is deaf or hard of hearing, the student's language and communication needs, including opportunities for direct communication with peers and professional personnel in the student's language and communication mode, academic level and full range of needs, including opportunities for direct instruction in the student's language and communication mode;
  - (5) If a student is deaf, deafblind, or hard of hearing, the district will provide information about relevant services and placements offered by the school district, the education service district, regional programs, and the Oregon School for the Deaf; and
  - (6) A statement of any device or service needed for the student to receive a Free Appropriate Public Education.

- d. In addition to the above IEP contents, the IEP for each eligible student of transition age includes:
- (1) Beginning not later than the first IEP in effect when the student turns 16, or as early as 14 or younger, if determined appropriate by the IEP team (including parent(s)), and updated annually thereafter, the IEP must include:
    - (a) Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training education, employment, and where appropriate, independent living skills; and
    - (b) The transition services (including courses of study) needed to assist the student in reaching those goals.

Regarding employment planning, the parent shall be provided information about and opportunities to experience employment services provided by Oregon Vocational Rehabilitation or the Oregon Office of Developmental Disability Services. These services must be provided in a competitive integrated employment setting, as defined by Oregon Administrative Rule 441-345-0020. Information about these services shall also be provided to the parent by the district at each annual review for IEPs to be in effect when the child turns 16, or as early as 14 or younger, if determined appropriate by the IEP team (including parent(s)).
  - (2) At least one year before a student reaches the age of majority (student reaches the age of 18, or has married or been emancipated, whichever occurs first), a statement that the district has informed the student that all procedural rights will transfer at the age of majority; and
  - (3) If identified transition service providers, other than the district, fail to provide any of the services identified on the IEP, the district will initiate an IEP meeting as soon as possible to address alternative strategies and revise the IEP if necessary.
- e. To promote self-determination and independence, the district shall provide the student and the student's parents with information and training resources regarding supported decision-making as a less restrictive alternative to guardianship, and with information and resources regarding strategies to remain engaged in the student's secondary education and post-school outcomes. The district shall provide this information at each IEP meeting that includes discussion of post-secondary education goals and transition services.

## 9. Incarcerated Youth

- a. For students with disabilities who are convicted as adults, incarcerated in adult correctional facilities and otherwise entitled to FAPE, the following IEP requirements do not apply:
  - (1) Participation of students with disabilities in state and districtwide assessment; and
  - (2) Transition planning and transition services, for students whose eligibility will end because of their age before they will be eligible to be released from an adult correctional facility based on consideration of their sentence and eligibility for early release.
- b. The IEP team may modify the student's IEP, if the state has demonstrated a bona fide security or other compelling interest that cannot be otherwise accommodated.

## 10. Extended School Year Services

- a. The district makes extended school year (ESY) services available to all students for whom the IEP team has determined that such services are necessary to provide a free appropriate public education (FAPE) and.
- b. ESY services are:
  - (1) Provided to a student with a disability in addition to the services provided during the typical school year;
  - (2) Identified in the student's IEP; and
  - (3) Provided at no cost to the parent.
- c. The district does not limit consideration of ESY services to particular categories of disability or unilaterally limit the type, amount or duration of service.
- d. The district provides ESY services to maintain the student's skills or behavior, but not to teach new skills or behaviors.
- e. The district's criteria for determining the need for extended school year services include:
  - (1) Regression (a significant loss of skills or behaviors) and recoupment time based on documented evidence; or
  - (2) If no documented evidence, on predictions according to the professional judgment of the team.
- f. "Regression" means significant loss of skills or behaviors in any area specified on the IEP as a result of an interruption in education services.
- g. "Recoupment" means the recovery of skills or behaviors specified on the IEP to a level demonstrated before the interruption of education services.

## 11. Assistive Technology

- a. The district ensures that assistive technology devices or assistive technology services, or both, are made available if they are identified as part of the student's IEP. These services and/or devices may be part of the student's special education, related services or supplementary aids and services.
- b. On a case-by-case basis, the district permits the use of district-purchased assistive technology devices in the student's home or in other settings if the student's IEP team determines that the student needs access to those devices to receive a free appropriate public education. In these situations, district policy will govern liability and transfer of the device when the student ceases to attend the district.

## 12. Transfer Students

- a. In state:

If a student with a disability (who had an IEP that was in effect in a previous district in Oregon) transfers into the district and enrolls in a district school within the same school year, the district (in consultation with the student's parents) provides a free appropriate public education to the student (including services comparable to those described in the student's IEP from the previous district), until the district either:

- (1) Adopts the student's IEP from the previous district; or
- (2) Develops, adopts and implements a new IEP for the student in accordance with all of the IEP provisions.

b. Out of state:

If a student transfers into the district with a current IEP from a district in another state, the district, in consultation with the student's parents, will provide a free appropriate public education to the student, including services comparable to those described in the student's IEP from the previous district, until the new district:

- (1) Conducts an initial evaluation (if determined necessary by the new district to determine Oregon eligibility) with parent consent and determines whether the student meets eligibility criteria described in Oregon Administrative Rules.
- (2) If the student is eligible under Oregon criteria, the district develops, adopts and implements a new IEP for the student using the Oregon Standard IEP or an approved alternate IEP.
- (3) If the student does not meet Oregon eligibility criteria, the district provides prior written notice to the parents explaining that the student does not meet Oregon eligibility criteria and specifying the date when special education services will be terminated.

# North Wasco County School District 21

Code: GCDA/GDDA-AR  
 Adopted: 10/09/08  
 Revised/Readopted: 3/10/11; 5/25/17; 9/22/22  
 Orig. Code(s): GCDA/GDDA-AR

## Criminal Records Checks/Fingerprinting

### Subject Individual Requirements

1. Any individual newly hired **employee, whether** full-time or part time, not requiring licensure **under Oregon Revised Statute (ORS) 342.223** as a teacher, administrator, personnel specialist or school nurse, **shall submit to a** ~~be required to undergo a nationwide~~ criminal records check and fingerprinting.
2. Any individual applying for reinstatement of an Oregon license with the Teacher Standards and Practices Commission (TSPC) that has lapsed for more than three years shall be required to undergo a ~~nationwide~~ criminal records check and fingerprinting with TSPC.
3. Any individual registering with the TSPC for student teaching, practicum or internship as a teacher, administrator or personnel specialist shall be required to undergo a ~~nationwide~~ criminal records check and fingerprinting with TSPC.
4. Any ~~district individual hired as or by a~~ contractor, whether part-time or full-time, **into a position having direct,** ~~or an employee of a district contractor, whether part-time or full-time, hired into a position having direct,~~ unsupervised contact with students **as determined by the district** shall be required to undergo a ~~nationwide~~ criminal records check ~~with~~ **and** fingerprinting.

The superintendent will identify district contractors who are ~~present on district property and regularly interact with students and~~ are subject to such requirements.

- ~~5. Any contractor or an employee of the contractor who provides early childhood special education or early intervention services shall be required to undergo a nationwide criminal records check and fingerprinting with the Oregon Department of Education (ODE), Child Care Division.~~
6. Any community college faculty member providing instruction at the site of an early childhood education program or at a school site as part of an early childhood program or at a grade K through 12 school site during the regular school day, shall be required to undergo a ~~nationwide~~ criminal records check and fingerprinting.
7. Any individual who is an employee of a public charter school not requiring licensure **under ORS 342.223** shall be required to undergo a ~~nationwide~~ criminal records check and fingerprinting.

8. ~~Any individual authorized by the district for~~ A volunteer ~~allowed by the district service~~ into a position ~~that has~~ having direct, unsupervised contact with students shall ~~be required to~~ undergo an ~~Oregon in-state~~ criminal records check.
9. ~~Any individual authorized by the district for volunteer service that does not~~ A volunteer ~~that is not~~ likely to have direct, unsupervised contact with students ~~will~~ be required to undergo an ~~Oregon in-state~~ criminal records check.

## Exceptions

A newly hired employee is not subject to fingerprinting if:

1. The district has ~~on file~~ evidence ~~on file~~ that the ~~newly hired employee previously and~~ person successfully completed an ~~Oregon~~ a state national criminal records check and a ~~FBI criminal records check~~ for a previous employer that was a school district or private school and has not resided outside the state between the two periods of employment; or
2. The Oregon Department of Education (ODE) determines the person:
  - a. Submitted to a criminal records check for the person's immediately previous employer, the employer is a school district or private school and the person has not lived outside this state between the two periods of employment;
  - b. Submitted to a criminal records check conducted by TSPC within the previous three years; or
  - c. Remained continuously licensed or registered with the TSPC.

~~Evidence will be either a copy of the criminal records check or a written statement of verification from a supervisor or officer of the previous employer. Furthermore:~~

- ~~1. The ODE or TSPC verification of a previous check shall be acceptable only in the event the district can demonstrate records are not otherwise available;~~
- ~~2. The district shall maintain evidence that the employee has not resided outside the state during the interval between the two periods of time working in the district.~~

## Notification

1. The district will provide ~~the following~~ notification to individuals subject to criminal records checks and/or fingerprinting ~~of the following~~:
  - a. Such criminal records checks and/or fingerprinting are required by law and/or Board policy;
  - b. Any action resulting from such checks ~~completed by the ODE~~ that impact employment, ~~or~~ contract or ~~volunteering~~ may be appealed as a contested case ~~to ODE~~;
  - c. All employment or contract offers or the ability to volunteer are contingent upon the results of such checks;

- d. A refusal to consent to a required criminal records checks and/or fingerprinting shall result in immediate termination from employment or contract status or the ability to volunteer in the district;
  - e. An individual determined to have knowingly made a false statement as to the conviction of any crime on district employment applications, contracts, ODE forms ~~or district volunteer forms~~ (written or electronic) may result in immediate termination from employment, or contract status; ~~or the ability to volunteer in the district~~
  - f. ~~An individual determined to have been convicted of any crime that would prohibit employment or contract will be immediately terminated from employment or contract status;~~
  - g. ~~A volunteer candidate who knowingly made a false statement or has a conviction of the crimes listed in ORS 342.143, or the substantial equivalent of any of those crimes if the conviction occurred in another jurisdiction or in Oregon under a different statutory name or number will result in immediate termination from the ability to volunteer in the district. The district will remove the volunteer from the position allowing direct, unsupervised contact with students.~~
2. The district will provide written notice ~~described above~~ through such means as ~~staff handbooks, employment applications, contracts or volunteer forms.~~

### **Processing/Reporting Procedures**

1. ~~Immediately following an offer and acceptance of employment or contract, an individual subject to criminal records checks and/or fingerprinting shall complete the appropriate forms authorizing such checks and report to an authorized fingerprinter as directed by the district. The district shall send such authorization, any collection of fingerprint information, and the request to ODE pursuant to law.~~

~~Any individual subject to criminal records checks and/or fingerprinting shall complete the appropriate forms or requirements as approved by ODE (information available through the district).~~

2. ~~If the individual is subject to fingerprinting, per state law, he/she will be required by the district, and is responsible to report within three working days to the authorized fingerprinter for fingerprinting as directed by the district.~~

Fingerprints may be collected by one of the following:

- a. Employing district staff;
- b. Contracted agent of employing district; or
- c. Local or state law enforcement agency.

~~The individual subject to fingerprinting shall be subject only after acceptance of an offer of employment or contract.~~

3. To ensure the integrity of the fingerprinting collection and prevent any compromise of the process, the district will provide the name of the individual to be fingerprinted to the authorized fingerprinter.

4. The authorized fingerprinter will obtain the necessary identification and fingerprinting and notify the ODE with the results. The ODE will notify the district of said results **as well as the identity of any individual and any subject individual** it believes has knowingly made a false statement as to conviction of **any crime or has a conviction of a crime** prohibiting employment, or contract **or volunteering**.
5. A copy of the ~~required form to authorize~~ fingerprinting **results will be kept by the district.** ~~and the results of such, will be kept in the employee's personnel file.~~

## Fees

1. Fees associated with criminal records checks and/or fingerprinting for individuals applying for employment with the district and not requiring licensure, including **persons hired as or by contractors, and their employees,** shall be paid by the individual.
2. ~~Any~~ **Fees** associated with **required** criminal ~~history~~ records checks for volunteers, ~~not to exceed actual costs,~~ shall be paid ~~for~~ by the district.
3. ~~Fees may be payable by current business office protocols for beginning employment or contract. Individuals should schedule payment with the business office.~~
4. An individual offered ~~employment~~ **a contract or employment by** in the district may, **only upon request, request** that the amount of the fee be withheld from the ~~employee's paycheck, including a periodic payroll deduction rather than a lump sum payment,~~ **amount otherwise due to the individual** in accordance with Oregon law. ~~The district may withhold such fees only upon the request of the individual.~~

## Termination of Employment or Withdrawal of Employment/Contract Offer/Volunteer Status

1. ~~Any~~ **A subject** individual required to submit to a criminal records checks and/or fingerprinting in accordance with law and/or Board policy will be terminated from employment or contract status, or withdrawal of offer **of employment**, ~~employment or contract will be made by the district upon:~~ **or consideration as a district volunteer, by the superintendent upon:**
  - a. Refusal to consent to a criminal records check and/or fingerprinting; or
  - b. Notification from the Superintendent of Public Instruction ~~or his/her designee~~ that the employee has **a conviction of any crimes listed in ORS 342.143, or the substantial equivalent of any of those crimes if the conviction occurred in another jurisdiction or in Oregon under a different statutory name of number.** ~~prohibiting employment with the district as specified in law.~~
2. ~~Any~~ **A subject** individual ~~required to submit to a criminal records check and/or fingerprinting in accordance with law~~ may be terminated from employment or contract status, ~~or withdrawal of offer of employment or contract will be made by the superintendent~~ upon notification from the Superintendent of Public Instruction ~~or his/her designee~~ that the employee has knowingly made a false statement as to the conviction of any crime.

3. Employment termination shall remove the individual from any district policies, collective bargaining provisions regarding dismissal procedures and appeals and the provisions of Accountability for Schools for the 21st Century Law.
4. Any volunteer who ~~will have direct, unsupervised contact with students that~~ refuses to submit, ~~when required, to a required,~~ to a criminal records check or a fingerprint-based criminal records check to acquire or maintain a volunteer status in the district in accordance with law and/or Board policy will be denied the ability to volunteer in the district.
5. If the district has ~~completed a required criminal records check and the district has been notified by the Superintendent of Public Instruction that the~~ a volunteer individual knowingly made a false statement or has a conviction for any crimes listed in ORS 342.143, or the substantial equivalent of any of those crimes if the conviction occurred in another jurisdiction or in Oregon under a different statutory name or number, on an ODE form as to conviction of any crime that ~~may otherwise prevent a volunteer status in the district,~~ the individual will be denied the ability to volunteer.
6. Any volunteer who knowingly makes a false statement, as determined by the district, on a district volunteer application form may be denied the ability to volunteer in the district.

## Appeals

An individual may appeal a determination from ODE that prevents his/her employment or eligibility to contract with the district to the Superintendent of Public Instruction as a contested case under ORS 183.413-183.470. ~~and will be so notified in writing by the ODE.~~

A volunteer may appeal a determination from a fingerprint-based criminal records checks by ODE that prevents the ability to volunteer with the district to the Superintendent of Public Instruction as a contested case under ORS 183.413 – 183.470.